

<b>Author &amp; Job title:</b>	Madeleine Spink, Governance Coordinator
<b>Date Produced:</b>	12/05/2016
<b>Meeting date:</b>	n/a
<b>Meeting of:</b>	n/a
<b>Action:</b>	Note
<b>Summary:</b>	This paper contains all the live policy for the Society and Citizenship Zone as agreed by National Conference 2014, 2015 and 2016.
<b>Equality Impact Assessment:</b>	n/a
<b>Publication</b>	For publication and circulation to Student's Unions

## Policy

Policy Passed at National Conference 2014	11
Policy Passed at National Conference 2015	8
Policy Passed at National Conference 2016	11

## Purpose of This Document

This document contains all the policy currently in effect for the Society and Citizenship Zone. This is the policy that the Vice-President Society and Citizenship and the Society and Citizenship Committee are responsible for implementing and is sometime known as 'Live Policy'.

## Policy Lapse

Policy Lapses in 2 circumstances

1. If a subsequent policy over-rides it.
2. After 3 years unless National Conference votes to renew it.

Policy passed at National Conference 2014 will lapse at the end of National Conference 2017.

## What You Need To Do

If you are considering submitting policy to National Conference you should first check whether any policy is currently 'live' for that issue and whether you need to change the National Union's current stance on that area of work.

If you require this document in an alternative format contact [executiveoffice@nus.org.uk](mailto:executiveoffice@nus.org.uk)

## Contents

<i>Policy Passed At National Conference 2014</i>	3
NC_SC_14501 - Employ-My-Ability	3
NC_SC_14502 Local and Vocal: Students and the Ballot Box	5
NC_SC_14503 - Barclays Bank – The Tax Dodging and the Exploitation	6
NC_SC_14504 - Legal Aid	7
NC_SC_14505 - Get Out The Vote; Stop The Far Right	7
NC_SC_14506 - Public Ownership of the Banks	8
NC_SC_14507 - Fossil Free	8
NC_SC_14508 - Equality for Students	9
NC_SC_14509 - Opposing the Immigration Bill	10
NC_SC_14510 - Defend Our Right to Resist	10
NC_SC_14511 - Saving Polar Bears, One Plastic Bottle at A time	11
<i>Policy Passed At National Conference 2015</i>	12
NC_SC_15501: Citizenship Education and SRE	12
NC_SC_15516: Defend the Right to Protest	13
NC_SC_15502: Defend Youth Work and Community Education	14
NC_SC_15503: Youth Unemployment	14
NC_SC_15504: European Union	15
NC_SC_15517: Counter-Terrorism and Security Act	16
NC_SC_15505: Workfare Doesn't Work	18
NC_SC_15506: Votes at 16 and Voter Registration	19
<i>Policy Passed at National Conference 2016</i>	21
Motion 501   Right to Education for Persons in Detention	21
Motion 502   Divest-Invest	21
Motion 503   Students are Citizens, Too!	23
Motion 504   Refugees Welcome in Universities and Colleges	25
Motion 505   A long-term strategy into how we engage our students with politics to increase voter registration and turn out.	26
Motion 506   Fight to save the National Health Service – back the junior doctors and NHS bursary struggles	27
Motion 507   Climate Change	27
Motion 508   Stand Up to Racism	28
Motion 509   Solidarity with Migrants and Refugees	29
Motion 510   Personalised toolkits for lobbying MP's and local Councillors	31
Motion 511   Extend EU Referendum Suffrage to EU Citizens living in the UK	31

# Policy Passed At National Conference 2014

## NC\_SC\_14501 - Employ-My-Ability

### **NUS Conference Believes:**

1. Students and young people are facing a serious lack of jobs and opportunities.
2. Government and too many employers are failing to adequately tackle the youth employment crisis.
3. Education no longer offers immunity to struggling in the job market that it once did.
4. NUS has a responsibility to represent students on more than just matters relating directly to education.
5. Students and students' unions have great potential to influence the employment landscape both in their local communities and nationally.
6. The job market is geared towards the interests of employers and not employees, especially younger workers, and many jobs do not adequately develop young people's skills to help them succeed.
7. 80% of students undertake study because they believe it will help their employment prospects and our members consistently express anxiety about what happens next for them after they complete their studies.
8. The challenges of the current job market are a complex, interrelated set of issues that include, but are not isolated to youth unemployment.
9. Workers are facing an erosion of their rights at work and there has been a worrying rise in insecure employment, such as zero-hour contracts.
10. Low pay is becoming an increasing problem. The apprentice minimum wage is only £2.60 and Four out of five new jobs created since 2010 are paid at less than £8 an hour according to the TUC.
11. Youth unemployment has fluctuated around the 1 million mark since the onset of the recession.
12. Since 2008 there are also 1 million more people who are underemployed and 2013 HESA data indicated that a third of graduates are working below their skill level after graduating.
13. The job market is polarising, with a growth in lower paid and lower skilled jobs and less mid-level jobs that study-leavers would historically have taken up.
14. Young people are more likely to be affected by certain problematic employment issues and practices. Amongst the 16-24 year old age bracket, 1 in 5 have done an unpaid internship and 37% of all UK workers employed on Zero Hour contracts are within this range.
15. The job market is not a level playing field for all study-leavers. For example, those leaving FE are twice as likely to be unemployed as graduates; those with none or lower level qualifications facing greater barriers to decent employment; young black men are almost twice as likely to be unemployed as young white men, and those who have been involved in the criminal justice system can face very significant barriers.
16. Dealing with the current lack of jobs and opportunities requires decisive and meaningful action from government and employers and a strong NUS will only be able push for this action as a part of a broad-based alliance with Trade Unions and other civil society organisations.
17. That NUS's employment summit and its campaigning partnership agreement with the TUC provides a strong base for such collaborative campaigning.
18. Students' unions commonly support students in entering the workforce through employability programmes that develop their skills.
19. Employability programmes are an important and influential activity in supporting students, but will only ever change the fortunes of individuals, not a generation.
20. A focus only on employability risks placing the onus on students and their apparent lack of skills, rather than challenging the structural causes for a lack of quality opportunities to enter the workforce in the first place.
21. There is a growing problem in terms of unemployment and underemployment for older members of the labour force who cannot access the education and training they need to reskill and upskill.

22. Many of the students who undertake study to increase their employment prospects are mature and part time students, who face unique barriers to employment.
23. A recent review of part-time and mature higher education found that many employers and potential students are not sufficiently aware of the value of part-time higher education and do not always fully understand the options, including financial, open to them.
24. Upskilling and reskilling are key reasons many part time students give for undertaking further study, yet across the sector, numbers of part time students are declining.
25. Students often seek employment on campus as the most convenient means to support themselves through education. Institutions are frequently outsourcing campus jobs in a bid to cut costs and undermine workers' rights with the effect of limiting students' on-campus employment opportunities to private companies who make use of exploitative zero-hour contracts and fail to pay the Living Wage as well as providing less favourable employment conditions to many Higher Education Institutions.

### **NUS Conference Resolves:**

1. To deliver a regional training programme for students and students' unions on how to organise on local employment issues.
2. To use the findings of NUS' Commission on Students and Work as the basis for policy and campaigning activity in the run up to the general election.
3. To conduct primary research on student experiences in the job market.
4. To provide guidance to students' unions on non-exploitative employment practices for their own workers.
5. To continue campaigning on specific employment issues, to include the Living Wage, unpaid internships, zero-contract hours, better pay for apprentices and apprenticeships or more consistent quality.
6. To continue building and strengthening our relationship with Trade Unions and other civil society organisations.
7. To work more closely with youth organisations, youth services and criminal justice based organisations on this shared issue.
8. To work with employers and employer confederations to improve the quality and quantity of opportunities for students and young people.
9. To work with university and college departments to encourage creation of links with potential employers and creation of opportunities.
10. To constructively engage NUS' own supply chain in improving the quality and quantity of opportunities for students and young people.
11. To work with employers to promote the benefits of study and further study to older members of the workforce, including addressing employer- focused part time provision.
12. To consider and include the needs of the significant number of mature and part time students in our work around employment issues, recognising that older members of the workforce face barriers to work.
13. To campaign for the Minimum Wage to be raised to the Living Wage and all age and other exemptions abolished.
14. To campaign against the outsourcing of jobs on campuses which only serves to make the working conditions of students and other workers more precarious.
15. To work with the TUC and its youth sections to campaign for the unionisation of student workers in order to bolster the protection of students' rights at work and to allow them to benefit from collective bargaining.
16. To urge all CMs to pay a living wage and end use of zero hours contracts.
17. Do new research on the kind of jobs NUS members do, as the basis for a campaign against low pay and precariousness, working with trade union youth sections.
18. Campaign for the Minimum Wage to be raised to the Living Wage and all age and other exemptions abolished.

19. Campaign to unionise students who work.

## **NC\_SC\_14502 Local and Vocal: Students and the Ballot Box**

### **NUS Believes:**

1. Students are citizens who have a direct interest in matters beyond our campuses and have a vital role in shaping communities.
2. Students are too often negatively profiled and othered in their communities with a false divide between students and residents, leading to disengagement with local politics.
3. Fewer than 1 in 6 students feel they are able to influence the decisions of those in power and only 18% of students feel that they have trust in politicians.
4. Community organising offers us a genuine opportunity for students to be involved more deeply in the political and civic life of our towns and cities.
5. Community organising is about bringing people together and empowering them to achieve change through political action. By using this approach communities come together to compel public authorities and businesses to respond to the needs of ordinary people.
6. We are at our strongest as a movement when we act collectively and community organising enables us to build these networks across regions and campuses.
7. Community organising has made a real differences to communities and campuses across the UK, such as around the campaigns on Living Wage and against pay day loans.
8. Community organising is about building a vibrant and active civil society through building power and confidence amongst everyday people create the changes they want to see themselves.
9. Community organising focuses on power in a way that is truly grassroots and about empowering people to challenge the way decisions are made and to create change in their communities.
10. Community organising builds for lasting, impactful change rather than striving for instant, short-term results.
11. That community organising offers us a genuine opportunity to be involved more deeply in the political and civic life of our towns and cities.
12. Community organising enables us as a movement to build an activist base and we must continue to invest in this kind of support.
13. High levels of student volunteering suggests that many students feel strong levels of ownership to their community and are willing to invest.
14. That the principles of community organising mean that we must challenge the way we talk about power and leaderships styles within our movement.

### **NUS Resolves:**

1. To maintain and build upon the community organising work that has begun with NUS' community organising pilot projects.
2. To support and provide training to students' unions on how to use community organising principles to empower students within their communities, including how to develop young leaders.
3. To support students' unions to develop their expertise and strategy in community organising in their towns and cities to empower students and non-students within their communities.
4. To support students' unions build broad-based citizens' alliances with other organisations within their cities/towns/regions, such as with Trade Unions, youth services, schools and religious groups.
5. To develop and support a national network of student community organisers.
6. To support SUs to develop their own community organising priorities via a series of training sessions and briefings.
7. To provide guidance on how to engage with local authorities and other decision makers.
8. To work with national community organising organisations to enhance NUS' understanding of community organising principles.
9. To host a follow-up to last year's flagship 'We Are The Change' community organising event.

## NC\_SC\_14503 - Barclays Bank – The Tax Dodging and the Exploitation

### Conference Believes:

1. Corporate tax is an important source of revenue for governments around the world that helps build vital public services and reduce poverty and inequality
2. 2013 has seen an unprecedented focus on tax-dodging by big business such as Google and Starbucks and was top of the agenda at the G8 Summit in Loch Erne.
3. Tax-dodging harms public services in the UK and in developing countries where three times more is lost to tax-dodging than is received in aid.
4. Tax-dodging by big business narrows access to education, particularly for women in developing countries.
5. Big business has a role to play in development, but only if they act responsibly and in the interests of poor people.
6. Big businesses use a sophisticated network of tax havens and legal loopholes to shift profits out of the countries where they were made without paying taxes on them.
7. USD\$20 trillion is estimated to be stashed in tax havens. That's enough to send every child in Africa to school and to rebuild the continent's entire road network with plenty spare.
8. Tax avoidance by multinational corporations is immoral, especially in developing countries where revenue can be used to build hospitals, schools, colleges, universities, roads, and other vital public services.

### Conference Further Believes:

1. Barclays bank has ambitions to be the biggest bank in Africa.
2. A recent report by anti-poverty charity ActionAid demonstrated that the bank actively promotes the use of tax havens by big businesses who want to make profits in Africa.
3. A division of the bank called Offshore Corporate exists, in its own words, to
4. " maximise the advantage offered by offshore jurisdictions"
5. The offshore jurisdictions promoted by Barclays are known tax havens that are set up to allow the secret flow of money out of countries where they would have been taxed at a higher level.
6. Barclays bank is supposed to be in a process of cleaning up after being hit by numerous scandals including the LIBOR fixing disgrace that resulted in the resignation of the bank's Chief Executive, Bob Diamond.
7. Barclays bank was forced into a humiliating withdrawal from South Africa in the 1980s after NUS launched a campaign against their support of the racist apartheid regime.
8. Barclays says it wants to be a "force for good" in Africa, but its heavy promotion of tax haven use suggests otherwise.
9. Barclays should be learn the lessons of their past and close down their Offshore Corporate division while eliminating all its activities in tax havens

### Conference Resolves:

1. To lend our voice to the campaign to stop tax-dodging by big business, especially in developing countries.
2. To support member unions to develop local campaigns that highlight the link between tax and public services at home and in developing countries.
3. To incorporate tax-dodging into our work in the run up to the General Election in 2015
4. To lend our voice to the campaign to demand that Barclays shuts down its Offshore Corporate division and eliminates all its activities in tax havens
5. To send a message of solidarity to student unions in developing countries that shows our commitment to stopping UK corporations from shifting money out of their countries

## NC\_SC\_14504 - Legal Aid

### Conference Believes:

1. Legal Aid can be defined as "payment from public funds allowed, in cases of need, to help pay for legal advice or proceedings." <http://www.oxforddictionaries.com/definition/english/legal-aid>
2. The Ministry of Justice are proposing to reduce Legal Aid by £220 million annually by 2018 <http://www.theguardian.com/law/2013/sep/18/liberal-democrats-legal-aid-cuts>

### Conference Further Believes:

1. Access to Legal Aid is a fundamental need of an individual that cannot afford to hire a more costly lawyer.
2. Freedom of choice of a lawyer is hugely important and the reduction in legal aid funding risk removing client choice.
3. This will impact on our students looking to get representation from a lawyer with a specific skillset i.e. in the event of a student arrested at a protest wanting access to a lawyer with a strong record in this area.
4. It could have a hugely detrimental impact on aspiring law students looking to go into this area of work.
5. The Law Society is currently reviewing their tactics in tackling the proposed changes.

### Conference Resolves:

1. To release a statement in support of the defence of Legal Aid. The statement will affirm the importance of access to Legal Aid for some of the hardest hit in our local and student communities and affirm the right of legally-aided defendants to choose their lawyer.
2. To work with the National Law Society and student law societies to campaign against the cuts being made to Legal Aid and defend the right of those that can't afford a lawyer access to good legal advocacy with freedom of choice.
3. To lobby for the creation of a campaigns toolkit by NUS that can be used by Students' Unions to support the campaign in defence of Legal Aid.
4. To ask the NUS to lobby the government against its current position on Legal Aid.
5. To lobby for access to legal aid for all students at universities.

## NC\_SC\_14505 - Get Out The Vote; Stop The Far Right

### Conference Believes:

1. That the Get Out the Vote work NUS did in advance of the previous European Parliament elections was invaluable in the effort to shut down the BNP.
2. That across Europe far right groups are taking advantage of the present crisis to swell their ranks.
3. NUS has traditionally played an important and leading role in society's response to the far right.
4. That UKIP is part of the group Europe for Freedom and Democracy, which includes representatives from the Danish People's Party, the True Finns Party, The Dutch SGP, and the Italian Lega Nord - all of them far right.
5. The UKIP party leader, Nigel Farage, is co-president of this group along-side Lega Nord's Francesco Speroni who once described Andres Breivik as a man whose "ideas are in defense of western civilisation".
6. That in May of this year the UKIP Group of Lincolnshire County Council refused to sign an Anti-Racism pledge upon election as it "pushes forward the chance of multiculturalism".
7. That the founder of UKIP, Alan Sked, has said it has become "extraordinarily right-wing" and is now devoted to "creating a fuss, via islam and immigrants".
8. UKIP sacked its Youth Chairman, Olly Neville, for supporting Equal Marriage.



9. The former UKIP MEP Nikki Sinclair, who came out as a lesbian, won a discrimination case against UKIP after being ousted for refusing to sit with its homophobic allies in the European Parliament.
10. UKIP's only current female MEP threatened to leave the party, labelling Nigel Farage as "anti-women".
11. Nigel Farage endorsed the comment "no employer with a brain in the right place would employ a young, single, free woman" by UKIP MEP Godfrey Bloom.

**Conference Further Believes:**

1. That UKIP is a racist, xenophobic, homophobic and sexist organisation.
2. That extremist far right parties thrive on low voter turnout.

**Conference Resolves:**

1. To condemn UKIP publicly on the basis of the above.
2. To reaffirm our commitment to smashing the far right.
3. To incorporate an expose on UKIP's racist, xenophobic, homophobic and sexist politics in our Get Out The Vote work in advance of the next European Parliament election.

## NC\_SC\_14506 - Public Ownership of the Banks

**Conference Believes:**

1. The 2008 bank bailout cost £850 billion.
2. Britain's 1,000 wealthiest individuals own £450 billion
3. The Coalition has cut billions from education, welfare and health spending, while lowering taxes for the rich.
4. According to the Office of National Statistics, UK workers' average real-term hourly earnings have fallen 8.5% since 2009.

**Conference Further Believes:**

1. This is a government of the rich, acting in the interests of the rich - using the crisis to attack jobs, wages, benefits and public services.
2. NUS believes in democracy - but democracy is limited when wealth and power are in the hands of a few.
3. If the vast wealth of society was socially owned and democratically controlled, not in the hands of a few, society could fund top quality free education, services, jobs and benefits for all in place of grotesque inequality and irrational waste of resources.
4. We should aim for a government which serves the interests of the majority (workers, students, service-users), taxing the rich and expropriating the banks to rebuild public services and create jobs.

**Conference Resolves:**

1. To campaign for the TUC policy of "full public ownership of the banking sector and the creation of a publicly owned banking service, democratically and accountably managed" and for taxing the rich, to reverse cuts and fund services, education and jobs.

## NC\_SC\_14507 - Fossil Free

**Conference Believes:**

1. The fossil fuel industry is driving the climate crisis
2. A report based on research from People & Planet, Platform and 350.org estimates that UK universities invest £5.2 billion in fossil fuel companies



3. Institutions' investments in fossil fuel companies contradict NUS policy and fundamentally undermine universities and colleges' rightful place as a public service run for the good of society.
4. Following extensive flooding, Dame Julia Slingo, the Met Office's chief scientist, said that "all the evidence suggests there is a link to climate change."
5. The worst effects of climate change can be avoided - but only with much greater political will and urgent action to cut carbon emissions.
6. The International Energy Agency report that increased 'fracking' would lead to a 3.5°C temperature rise, well above the 1.5°C acknowledged as the tipping point for runaway climate change.
7. To stop disastrous climate change, four fifths of all existing fossil fuels must be left in the ground.

#### **Conference Further Believes:**

1. That the Government has failed to take action to reduce climate-changing carbon emissions
2. That instead of taking urgent action on decarbonisation of our energy supply, the government have instead chosen to focus on lining the pockets of their friends in the fossil fuel industry, with a new dash for gas through fracking.

#### **Conference Resolves:**

1. To mobilise students to press the Government to take tougher action on climate change
2. To work with SUs to support People and Planet's 'Fossil Free' campaign, stepping up efforts to green campuses and force universities and colleges to divest from the fossil fuel industry.
3. To condemn the Tory & Liberal Democrat Government's new dash for polluting, expensive gas, and push instead for investment in energy efficiency & renewable energy to end the scandal of winter deaths and ensure we play our part in preventing dangerous climate change.
4. To collaborate with People and Planet, publicly support the Fossil Free UK campaign and make resources available via NUS Connect
5. To campaign against 'greenwashing' of the fossil fuel industry (sponsorship, donations and support)
6. To divest any investments in the fossil fuel industry and establish an ethical investment policy, ratified annually by the NEC

## **NC\_SC\_14508 - Equality for Students**

#### **Conference Believes:**

1. That to truly improve student and long term resident relations, stereotypes of students as perpetrators of anti-social behaviour, litter dropping and crime, amongst other issues, should be actively challenged in coordination nationally, using a variety of techniques.
2. That students should not be discriminated against in decisions made within local communities, based upon stereotypes which are unfounded, unjustified and lack proper backing such as those seen recently in Cambridge under the motor proctor scheme and in Newcastle with car parking spaces in Jesmond.
3. That if students are truly at fault for issues, they should be treated equally and face the same penalties as those who are longer-term resident, instead of being unfairly discriminated against whilst sometimes lacking effective and appropriate representation within local government, community bodies and/or services.
4. That the National Union of Students has a significant role to play in combating issues between students and wider communities, exercising the influence and power it has with local government, community bodies and local groups.

#### **Conference Resolves:**

1. To mandate the Vice President of Society and Citizenship to coordinate a national campaign with the aim of improving student relations with wider communities.
2. To lobby councils to stop implementing policies which single out student communities, such as the parking bans in Newcastle and Cambridge.
3. For the National Union of Students to conduct a widescale review of the mistreatment and discrimination of students based on their identification within the catch-all student stereotype.
4. To actively challenge student stereotypes which are promoted in the media and by politicians or organisations which seek to demonise students for issues which are not necessarily the fault of the student population.
5. For the National Union of Students to actively facilitate meetings and cooperative action between Students' Unions, local authorities and community organisations with the aim of promoting excellent relations between students and the wider community.

## NC\_SC\_14509 - Opposing the Immigration Bill

### Conference Believes:

1. The immigration bill proposed by the Government will have a dramatic negative experience on the student's experience in UK.
2. Many UK Universities have a large number of international students and it will affect students from all over the UK, as they would seek other places to study abroad which provides better educational experience.
3. The bill threatens the welfare of international students in the UK.

### Conference Resolves:

1. To investigate this issue and to lobby the Government to recognize the benefits of International Students.
2. To support Students' Union's in ensuring that they take a proactive approach to supporting International students.

## NC\_SC\_14510 - Defend Our Right to Resist

### Conference Believes:

1. In response to the significant upturn in the student movement - with increasing numbers of students taking part in protests, occupations and campaigns against austerity and attacks on our education - there has been a huge crackdown.
2. Students have been suspended from their courses, violently attacked by the police, kettled in freezing weather for hours and even banned from protesting on central London campuses.
3. The goal of the crackdown is simple - to intimidate and deter a new generation of students from fighting back against the government's assault on our education and our future.
4. The crackdown on student protest is part of a wider assault on the right to resist in society - with increasing attacks on trade unions and the passing of the draconian 'gagging bill'.

### Conference Resolves To:

1. To support all students facing unlawful and unfair victimisation as a result of the crackdown on the right to resist austerity, including with legal advice and by creating a legal fund to support students facing charges or legal costs as a result of repression.
2. Continue to campaign against the 'Gagging Bill' and demand that it is reversed.
3. Work with the People's Assembly Against Austerity in their 'Hands Off Our Unions' campaign and support the trade union movement against attacks on their right to organise.

## NC\_SC\_14511 - Saving Polar Bears, One Plastic Bottle at A time

### Conference Believes:

1. Universities and Colleges have worked hard to improve the recycling facilities on campuses; however, they can go further in order to improve what they provide for students.
2. 1 recycled glass bottle would save enough energy to power a computer for 25 minutes.
3. Up to 60% of the rubbish that ends up in the dustbin could be recycled.
4. 9 out of 10 people would recycle more if it were made easier.
5. 12.5 million tons of paper and cardboard are used annually in the UK.
6. Each year, new students arrive on campus and need to be shown that their University or College is working hard to tackle a problem that affects their future.

### Conference Further Believes:

1. More should be done to help students recycle.
2. It is important for students to be able to recycle and for it to become part of a daily routine, therefore by having recycling points on campuses, it will make it easier for students to do so and become familiar with recycling.
3. That NUS UK should be at the forefront of this issue promoting and growing awareness of the issue of recycling.

### Conference Resolves:

1. Lobby Universities and Colleges to encourage students to be recycling as much as possible.
2. Lobby Universities and Colleges to have energy saving and/or motion sensed lights in all buildings by 2016.
3. Lobby Universities and Colleges to have recycling points on campuses, especially around Halls of Residences, enabling students to actively recycling and improve their surrounding areas.
4. Lobby Councils to provide recycling collections at Halls of Residences, as frequently as the residential areas within their Council region.

# Policy Passed At National Conference 2015

## NC\_SC\_15501: Citizenship Education and SRE

### Conference Believes:

1. Students should leave our education systems (Primary, Secondary and Tertiary) equipped with the skills, knowledge and experience to become active, well-informed, confident members of their local, national and global communities.
2. This means making sure that education covers politics and democratic life, as well as social issues such as sex and relationship education (SRE), sustainability and inequality, critical thinking and a holistic understanding of equality and diversity.
3. There is currently a lack of commitment from the Department of Education towards citizenship education and SRE, and free schools and academies are able to opt-out of these curriculum areas.
4. The scope of citizenship education is currently too narrow and should encompass wider political and constitutional rights, as well as social issues including global citizenship and sustainability, legal rights and financial literacy, human rights, liberation, and diversity. 'Active citizenship' should be given priority and embedded as far as possible across the curriculum.
5. The delivery of SRE has been found by Ofsted to be inadequate in a third of schools, sometimes confined to a single biology lesson. SRE should be holistic, inclusive, timely, and relevant to the pupils and students receiving the training.
6. Training, development and specialist support for teachers in the potentially complex and sensitive issues of citizenship education and SRE should be extended to ensure that those delivering these programmes are confident, competent, impartial, consistent and professional.
7. The next government should introduce compulsory basic citizenship education and SRE to pupils in Key Stage 2, and improve and expand the provision at Key Stage 3 and 4.
8. The adequate provision of citizenship education and SRE should be prioritised similarly in FE and HE contexts, with content developed in partnership with students at those levels.
9. Students' unions have the potential to play a key role in developing and nurturing peer-led partnerships between Primary, Secondary and Tertiary student groups in the creation and delivery of 'active citizenship' education at all levels.
10. That SRE, when it is even provided, does very little to address sexual consent, boundaries, signs of abuse and where to find support.
11. That sexual violence, and partner abuse are endemic and hidden problems.
12. That 1/3 of people believe a woman is partially or totally to blame for rape if she has been flirting. (Source: Amnesty survey).
13. The majority of people who have experienced sexual violence are women, with lesbian and bisexual women being more likely to experience sexual violence, often as part of a homophobic or biphobic attack.
14. Trans people are far more likely than cis people to experience sexual violence.
15. Only 1,000 rapists are convicted annually despite up to 95,000 people surviving rape each year. (Source: UK Home Office)
16. That young women aged 16 -19 are statistically the most likely group to face partner abuse, although abuse can happen to people of all ages and all genders. (Source 2011-12 England Wales crime survey).

### Conference Further Believes:

1. That education around sexual consent, sexual violence and partner abuse should form a central component of SRE.
2. That the information and training provided on consent, abuse, and sexual violence should be inclusive of all gender and sexual identities.
3. That consent and anti-abuse initiatives shouldn't just stop at the end of secondary school.

**Conference Resolves:**

1. Create a framework for a partnership-based approach to shape citizenship education in FE and HE, ensuring 'active citizenship' is embedded as a key component across disciplines.
2. Campaign for the prioritisation of relevant citizenship education and SRE, starting from Key Stage 2 and on throughout our education institutions.
3. Engage education professionals on SRE and citizenship education by working with teaching unions to support thorough, ongoing training and development for teachers.
4. Support Sexpression in offering peer-led teaching on SRE.
5. Engage with faith groups through the NUS faith and sexuality training and resources.
6. Encourage partnerships between students' unions and schools on mentoring schemes and 'active citizenship' projects within their shared local communities.
7. Continue to formally support the Sex Education Forum's 'SRE - It's My Right' campaign, to urge all political parties to commit to statutory SRE in their general election manifestos.
8. Continue to support Brook's 'Talk about Stuff' project to deliver age-appropriate SRE in FE colleges.
9. To campaign for consent and anti- abuse education to form a central part of SRE from Key Stage 2.
10. To support existing and new student led-initiatives in HE and FE, especially student sexual consent workshops which aim to promote consent and fight abuse.
11. To work to tackle the problems of sexual violence and partner abuse on campus and beyond.
12. To campaign for specialist youth services and counsellors for survivors of sexual violence and partner abuse, and to create strong relationships with existing support organisations for example, shelters and rape crisis centres.

**NC\_SC\_15516: Defend the Right to Protest****Conference Believes:**

1. Police racism and victimisation of protest is a major issue in the UK.
2. Civil disobedience is not a crime
3. At the end of last term the police responded to an occupation for free education at Warwick University with repression and CS gas.
4. That several students were arrested and badly beaten by the Metropolitan police on the streets of London at the Free Education demo on 19th November 2014.
5. That the police force is systematically used to attack protests, strikes and occupations and weaken the effectiveness of protest movements in Britain.
6. The attempt to demonise protesters in the media has created a false dichotomy between good and bad protesters.
7. That excessive punishing of protesters and "exemplary" sentencing are devastating to those individuals' family and friends and are designed to intimidate others from protesting in the future.
8. That the best way to defend the right to protest is by protesting

**Conference Resolves:**

1. That NUS should campaign against any attempts to curb the rights to protest in the UK.
2. To join the UCU in calling for a public inquiry into the arrests and violence used against demonstrators and to include in this an inquiry into the overcharging of protesters
3. To launch a campaign highlighting the human stories behind police brutality and the importance of protest rights.
4. To fully support imprisoned students including by supporting the DTRTP "twin with a prisoner" scheme and work with Student Unions, UCU and Universities to ensure those students are facilitated and supported to continue their studies during their sentence and following their release.

5. To work with Student Unions to make sure students know their rights in advance of protests including aiding the distribution of DTRTP/NUS bust cards.
6. To call for universities to be places of political asylum
7. NUS should campaign against any introduction of a financial fee/cost for protest
8. To condemn the racism and brutality of the police, and work with campaigns against police repression including Defend the Right to Protest.
9. Campaign against the ability of police to use water cannon, which can kill and maim protesters, and kettling, which amounts to punishing protesters, false imprisonment and an attack on freedom of expression.

## NC\_SC\_15502: Defend Youth Work and Community Education

### Conference Believes:

1. NUS polling indicates that 63% of students have been involved in some form of youth organisation across the statutory and voluntary sectors.
2. Legally, councils must provide "sufficient leisure-time activities" for teenagers, but only "so far as reasonably practical" with no other guarantees in place, making youth service funding an easy target when making cuts.
3. The last three years have seen some 40% of cuts to youth work, and this continues with some local authorities cutting services by over 90%.
4. Cuts in services contribute to a national shortage of placements for Youth Work and Community students.
5. In 2014 funding to Funky Dragon – the voice of young people in Wales – was cut completely, leaving no representation of youth voice in Wales.
6. Similarly to students' unions, youth organisations provide a range of activities, rely heavily on volunteers and focus on youth leadership.
7. NUS works in partnership with nine other youth sector organisations and is a constituent member of the British Youth Council.

### Conference Resolves:

1. NUS will campaign for government to introduce a statutory duty for youth work with guaranteed quality services that are concerned with the personal and social education of young people.
2. NUS should support placement opportunities for Youth Work and Community students within students' unions in both HE and FE where appropriate.
3. NUS will continue to champion youth leadership within the youth sector and in its partnerships.
4. NUS will support cuts campaigns where they are happening, locally and nationally.

## NC\_SC\_15503: Youth Unemployment

### Conference Believes:

1. 250,000 young people in the UK are "long term unemployed" – unemployed for 6 months or more
2. Whilst the unemployment rate amongst the general population in the UK has reduced, youth unemployed has continued to rise
3. Long term youth unemployment has a scarring effect – meaning that those who are unemployed whilst young are more likely to be unemployed later in life
4. Young black people are twice as likely to be unemployed as young white people in the UK
5. The increase in employment figures relies upon thousands more people in low skilled work or on zero hours or part time contracts
6. Zero hours contracts can be convenient for young people and students, as they flex around exams and courses, but all too often they are used for the employer's flexibility, not the employee's
7. Non-graduates remain twice as likely to be unemployed as graduates

8. Unpaid internships remain a reality of life for young people in the UK, requiring them to work for free

**Conference Resolves:**

1. To work with trades unions and campaigning organisations to continue to call for investment in youth employment
2. To demand an end to unpaid internships, with a legal 4 week limit placed upon their use
3. To target campaigning activity at employers who use unpaid interns, under pay apprentices or exploit zero hours contracts
4. To develop a Zero Hours code of practice that ensures that any zero hours contract works in the favour of the employee, not the employer
5. To develop trade union gateway membership with the Trades Union Congress to support young people and students to become trade union members, and learn about their rights at work.

**NC\_SC\_15504: European Union****Conference Believes:**

1. NUS is a member of the European Students' Union
2. 14,527 UK students studied in the EU as part of the Erasmus scheme in 2012/13; from 2014 the new Erasmus+ will be expanded to UK school students, volunteers and apprentices and will invest nearly £100 million each year into UK mobility in Europe.
3. There are 15 times more EU students studying at UK universities than UK students studying in the EU.
4. UK Universities receive an additional 15% in funding from the European Union (EU), on top of contributions from the UK government.

**Conference Further Believes:**

1. EU cooperation greatly enhances education experiences and the pursuit of knowledge.
2. The UK should remain a member of the EU to promote universal human rights, peace, stability and free movement within the EU and around the world.
3. The EU has not only enabled the free movement of millions of people across national borders and facilitated cultural exchange, but has done so while protecting their rights within the countries they travel to.
4. The UK's membership in the EU enables over 140,000 students to travel for study between the UK and Europe each year, which enhances the educational and cultural diversity of our colleges and universities as well as the educational experiences of the students who travel.
5. The UK's membership in the EU allows UK students to study in countries where free education is a founding principle of their education system and UK graduates and apprentices to follow their career paths without the constraints of borders.
6. We must fight the idea there is a problem with immigration. Lack of jobs and services is the result of government and private sector cuts, seeking to boost profits and the wealth of the rich at the expense of workers.
7. We must fight the idea that the problem is "Europe". We oppose the re-raising of national barriers. We need cross-European campaigns to defend and improve services and rights, and to defend migrants' rights.

**Conference Resolves:**

1. To campaign for the UK to remain a member of the EU in any EU referendum.
2. To campaign for free movement to remain a key principle of the UK's political engagement with the EU.
3. To lobby the UK education sector and apprentice providers to increase access for UK students and apprentices to study abroad with the Erasmus+ programme.



4. To work with the European Students' Union to actively lobby Members of the European Parliament (MEPs) from the UK on issues which will impact students and education.
5. To proactively engage with the European Students' Union to ensure the voices of students in the UK are heard at the European level.
6. To support freedom of movement and equal rights for all, and taxing the rich to create jobs and rebuild public services.
7. Oppose withdrawal from the EU and work with our partner federations across Europe to build a campaign to level up services and rights, including for students.
8. To work with and support migrants' rights campaigns in the UK.

## **NC\_SC\_15517: Counter-Terrorism and Security Act**

### **Conference Believes:**

1. The Counter-Terrorism and Security Act received royal assent in February 2015
2. The Counter-Terrorism and Security Act proposes a number of new measures, such as placing a statutory requirement on public bodies – including universities – to 'PREVENT people being drawn into terrorism', permitting for the seizure of travel documents of those 'suspected of intending [to travel] in connection with terrorism-related activity', and allowing the temporary exclusion of individuals from returning to Britain, including British nationals.
3. PREVENT and the Government's 'anti-extremism' agenda have been used to create an expansive surveillance architecture to spy on the public and to police dissent.
4. The Act builds upon decades of previous 'anti-extremism' legislation that has served to legitimise mass surveillance and erode the civil liberties of people in the UK. Any expectation by the state for academic staff to be involved in monitoring their students is deeply worrying and could have a chilling effect on relations between staff and students. We fundamentally believe that universities and colleges are places for education, not surveillance
5. The Government's anti-terrorism/security policy is fundamentally flawed in its approach, and its operant concepts of 'extremism' and 'radicalism' are ill-defined and open to abuse for political ends.
6. The Government's anti-terrorism process remains opaque and its application arbitrary; with increased security measures come the risk of increased abuse of those measures.
7. Muslims and Black people and communities are systematically targeted by this state surveillance and authorities to a greater degree – they are the object of a political climate of intense paranoia and scrutiny, and subject to an effectively two-tiered legal system with fewer safeguards for due process.
8. Healthcare and mental health practitioners have been provided guidance on 'risk factors' for 'radicalisation' which include: a "need for identity, meaning and belonging", "a desire for political or moral change", and "relevant mental health issues" as well as describing people with mental health issues or learning disabilities as being vulnerable to being drawn into terrorism.
9. The government is using the conflicts in Syria and Iraq and the threat of terrorism to attack civil liberties and attack Muslim and Muslim-background people, notably through the Counter-Terrorism and Security Act (CTSA).
10. They are attempting to monitor and control Muslim students, and attacking freedom of speech, organisation and discussion on campus more generally.

### **Conference Further Believes:**

1. The new proposals of the Counter Terrorism and Security Act further criminalise Muslims and Black people, and have come amidst a campaign of fear and demonisation from the government seeking to validate the intrusive new measures proposed by the Act.
2. Islamophobia is massively on the rise across Europe, is state-sponsored and legitimised by the mainstream media.

3. The Government is manipulating public perceptions and current global events to scale back civil liberties and freedoms as part of a political agenda.
4. A Government with such an agenda is not one we can reasonably take funding from in order to facilitate 'good campus relations' and believe it to be unbiased.
5. The statutory responsibility placed on Universities by the Act may conflict with their responsibility under the Education Act 1986 to secure and protect freedom of speech.
6. The new proposals of the Act are a significant threat to civil liberties and freedom of speech on campuses, and will likely lead to an even greater climate of suspicion, and greater suppression of expression on campuses.
7. These proposals will have a detrimental effect on academic freedom, rights of protest of campuses, wider political expression, campus and community cohesion.
8. Channel has been implemented in the healthcare sector without peer review, the BMA criticised the expansion of PREVENT into the healthcare sector in 2011, and work is being undertaken to integrate PREVENT into undergraduate curriculum for healthcare qualifications.
9. PREVENT actively politicises issues around mental health and adds to the stigma surrounding them.
10. PREVENT turns issues of welfare and social deprivation into ones of national security.
11. Applying PREVENT and Channel in healthcare damages the relationship between practitioner and patient; making the latter a suspect and seriously undermining patient-doctor confidentiality.
12. This adds further barriers to accessing mental healthcare for communities who have traditionally been failed by such services.
13. Historically, psychiatry has pathologised behaviours of Black people in the West, and PREVENT carries this into the 21st century.
14. That students are not suspects.
15. That the CTSA isolates many students who already feel that the only avenue through which the Government will engage them is 'anti-radicalisation' initiatives, resulting in further alienation and disaffection.
16. The Counter Terrorism and Security Act discourages free expression and analysis of ideas.
17. The monitoring and exclusion of ideas from public debate opposes the basic function of universities; introducing students to a variety of opinions and encouraging them to analyse and debate them.
18. The policy significantly undermines the freedom and activities of university staff and students.
19. Educational institutions (and other public services, e.g. hospitals) should not act as police agents.
20. The problem with e.g. ISIS/IS isn't that it's radical, but that it's radically reactionary and oppressive. Demonising "radicalisation" and "extremism" can and is being used to target anyone who dissents from the unjust, oppressive and exploitative state of society.

#### **Conference Resolves:**

1. To publicly oppose the Counter Terrorism and Security Act, for the NUS President to issue a public statement condemning the PREVENT Strategy and the Government's Counter-Terrorism and Security Act, and alongside civil liberties groups including CAGE, lobby the government to repeal it immediately.
2. To publically (re-)affirm NUS' opposition to PREVENT, and to work with civil liberties organisations working to challenge it.
3. To investigate, identify and block/cease accepting any PREVENT funding for any NUS activities or departments.
4. NUS officers will not engage with the PREVENT strategy.
5. To call for the Government's anti-extremism agenda to be thoroughly reviewed and overhauled.
6. To lobby the Government to make its criteria and process under anti-extremism law more transparent, accountable and open to scrutiny.
7. To support an independent review into the legality of the proposals under the Equality and Human Rights Act 2010.

8. Condemn the Home Office for its treatment of mental health issues.
9. To work with UCU and Unite to develop a campaign against PREVENT and the Act on college campuses.
10. To work with the aforementioned civil liberties groups and Muslim students organisations to develop and roll out workshops and guidance on anti-PREVENT/dealing with the bill.
11. To encourage Unions and institutions to not comply with or legitimize PREVENT and to develop guidelines for Unions on effective non-cooperation with the Act and its proposals.
12. To give support to any academics or other staff who face discipline for non-compliance.
13. To lobby BMA to (re-)affirm its stance in opposition to PREVENT and the Act
14. To work with the NUS Black Students Campaign and Disabled Students' Campaign to lobby for the removal of PREVENT teaching from healthcare qualifications.
15. To mandate student officers to lobby their universities to be more open and transparent about how they are engaging with PREVENT, CHANNEL and other similar initiatives. This involves demanding publications of how the policy is operating within their university and gaining access to materials used to train staff and students.
16. That NUS will educate students on the dangers of the counter terrorism and security Act and the PREVENT Strategy.
17. Continue campaigning against the CTSA, and the related PREVENT and CHANNEL strategies, and the idea that it is possible to defeat reactionary forces like ISIS/IS by demonising Muslims and destroying civil liberties.

<https://www.gov.uk/government/news/counter-terrorism-and-security-bill-receives-royal-assent>  
<http://www.theguardian.com/uk/2013/jun/05/islamophobic-hate-crime-getting-worse>  
<http://www.theguardian.com/commentisfree/2014/dec/10/islamophobia-racism-dresden-protests-germany-islamisation>

## NC\_SC\_15505: Workfare Doesn't Work

### Conference Believes:

1. According to figures published by the DWP, the total number of sanctions against benefit claimants in the year to September 2013 was 897,690, the highest since 1996 and 374,850 more than in 2010.
2. In addition there were 22,840 sanctions imposed on claimants of ESA – the chief benefit for the sick and disabled in the work-related activity group.
3. There is a growing list of workfare schemes now in place including: Mandatory Work Activity (mandates four weeks' unpaid work for up to 30 hours a week), the Work Programme, and Community Work Programme (mandating up to six months of unpaid work).
4. There numerous other mandatory programmes specific to different regions such as the Day One Support for Young People Trailblazer in London, the Steps to Work programme in Northern Ireland and Derbyshire Trailblazer Mandatory Youth Activity Programme.
5. In addition to these there are different, officially voluntary, schemes such as Traineeships which are expected to replace the work experience and sector based work academies.
6. Each of these schemes mandates a jobseeker to work without pay on threat of loss of benefits ("sanction"). Since October 2012, the government can stop benefits for up to three years.
7. In his autumn statement 2011, George Osborne promised, "Young people who don't engage with this offer will be considered for mandatory work activity, and those that drop out without good reason will lose their benefits."
8. Corporate Watch research has found that 1 in 5 people sent on workfare have been sanctioned for between three and six months.
9. People in workfare placements are counted as "employed" in government statistics.

10. Oxfam have refused to take part in workfare because they say it is incompatible with the goal of reducing poverty in the UK

**Conference Further Believes:**

1. All workfare schemes either threatens benefit sanctions – the removal of welfare – directly or indirectly to compel people to undertake unpaid work
2. Workfare replaces jobs and undermines wages
3. Workfare profits the rich by providing free labour, whilst threatening the poor by taking away welfare rights if people refuse to work without a living wage
4. Workfare is part of a growing number of initiatives that embed precarity and anxiety in the workplace
5. There are an increasingly large number of students who have to go on jobseekers benefit after leaving university or college.
6. Students must act in solidarity with the most vulnerable in society to protect benefits as part of defending society against a wider attack on the welfare state as a whole

**Conference Resolves:**

1. NUS should ensure all graduates know their Jobcentre rights <http://refuted.org.uk/rights/>
2. NUS should make a public statement, pledging\* to boycott workfare and join the 400 voluntary sector organisations and over 20 councils who have pledged to Keep Volunteering Voluntary
3. NUS should support Students' unions to campaign to ban any company or charity from campus known to be using workfare. For a full list see [http://www.boycottworkfare.org/?page\\_id=16](http://www.boycottworkfare.org/?page_id=16)
4. NUS should actively encourage job applications from people facing workfare \*Boycott Workfare's pledge reads: We the undersigned commit to refusing to participate in compulsory work-for-benefits placements. We want volunteering to remain just that!

## NC\_SC\_15506: Votes at 16 and Voter Registration

**Conference Believes:**

1. Previous work and policy carried out by NUS on votes at 16 should remain a priority
2. Every person should have a right to register to vote and be educated about voter registration
3. Young people who pay tax have a right to have a say
4. Young people are in touch and up to date with current affairs as much as those over 18
5. Decisions made today impact the future of young people

**Conference Further Believes:**

1. Citizenship/political education should be built into the curriculum of schools and colleges and universities with a focus on voter registration
2. Automatic registration opportunities in schools, colleges and universities will increase uptake in voting
3. There is no guarantee a "householder" will identify a person of registration age as being at the address
4. Being informed of the right to register is a basic human and democratic right
5. As students are in education until 18 this makes the automatic registration opportunity consistent throughout the UK.
6. There's likely an economic argument automatic registration opportunity in schools and colleges (administration savings for councils)

**Conference Resolves:**

1. Continue to lobby government for votes at 16 after the 2015 elections
2. Lobby government to ensure all educational establishments offer automatic voter registration opportunities to all of their students.

3. Evaluate potential cost savings for registration through educational establishments
4. Run a campaign within the next 2 years for votes at 16

# Policy Passed at National Conference 2016

## Motion 501 | Right to Education for Persons in Detention

### Conference believes

1. People in prison represent a highly marginalised group who often have their right to education violated whilst in detention and also after incarceration.
2. Learning in prison is normally viewed as a tool for change aimed maximising impacts on recidivism, reintegration and employment upon release. This focus is narrow as the right to education is not only a tool for change but a human right and thus the right to education not relinquished when a person enters the Criminal justice System (CJS).
3. There is need as evidenced by the Special Rapporteur for Education in their report on Prison Education to redouble efforts to respect, protect and fulfil the right to education for those in detention
4. The provision of education in detention is complex and often the environment it takes place in is hostile to the liberating potential
5. Statistics show prison population reflects a disproportionate number of people that come from poor, discriminated and marginalised groups and communities.

### Conference resolves

1. To support youth offending units that provide education to young people in prisons
2. To raise the profile of education in prison through the media and social media (blogging and vlogging) and by working with stakeholders such as but not limited to PET, ACU and Howard League
3. To work specifically with alternative, innovative and engaging media outlets such as Buzzfeed to release engaging and easy access articles on Prison Education
4. To work with FE colleges to engage persons in detention as well as governors in raising profile of prison education.
5. To use NUS voice to break the narrative that prisoners are undeserving of education and highlight the human right to education as well as its rehabilitative potential
6. To campaign for varied, adequate, relevant and quality education provisions for those serving longer term custodial sentences
7. To campaign, strengthen and champion learner voice of prisoners as well as support initiatives aimed at formalising systems and avenues for learner voice in prisons
8. To support, create and disseminate toolkits for advocacy and campaigning on prisoner rights with a focus on access to education for people in prison.
9. To work with APPG on libraries to advocate for prison libraries and increased access to education materials for students in prison

## Motion 502 | Divest-Invest

### Conference believes

1. Man-made climate change is real and it is happening now, caused by the burning of fossil fuels, predominantly by the world's richest nations.
2. The effects of climate are already being felt through warming global temperatures, leading to more frequent extreme weather events and rising sea levels.

3. The world's poorest people will suffer most from climate change. Local and indigenous communities on the front-line of fossil fuel extraction face land grabs, violence and ill health. The colonial models of extraction employed by the fossil fuel industry must not be replicated as we construct our low-carbon future.
4. UK tertiary education institutions are playing a crucial role in leading on climate change research globally.
5. However, many institutions have investments in fossil fuel companies, or carry out research for them into conventional fossil fuel extraction. This is not in keeping with the 'public good' remit of our institutions.
6. At the time of writing, 14 UK HE institutions have made commitments to full or partial divestment from fossil fuels. Although this is an impressive campaign achievement for the movement, many more need to divest.
7. Institutions that divest should reinvest their money into a just transition through community-owned and controlled energy in the UK and Global South, so that our institutions are making a positive commitment to tackling climate change.
8. Priority for investment should be given to transformational scale projects like the \$160mil Yansa indigenous owned wind development in Mexico which will see the creation of the largest community owned renewable energy scheme on the planet in a region where new corporate wind infrastructure has led to violence, corruption and land grabs.
9. The focus of the NUS campaign is fossil fuel divestment, and renewable energy investment from university endowments and pension funds.
10. The launch of the NUS 'Divest, Invest' Campaign, calling on Institutions to move their investments to renewable energy.

### **Conference further believes**

1. The impact divestment and investment will have on the grounds by which decisions are made.
2. That it is important to ensure the fossil free campaign is made more relevant to students on campus day to day. For instance, a focus on a balanced curriculum is essential for our students.
3. Institutions will respond more positively to campaigns that have a more strategic and longer term objective.

### **Conference Resolves**

1. Divest-invest to be a high-profile campaign for NUS in 2016/17.
2. NUS should produce a divestment toolkit, to include:
  - a. Clear steps on how to run a successful divest-invest campaign
  - b. Justification for why institutions should be divesting their socially and environmentally damaging investments such as those in fossil fuels and the arms trade
  - c. Case studies of successful divest-invest campaigns
  - d. Guidance on positive investments that includes advice for how student unions can invest in the Yansa community wind farm at the development and construction phase.
  - e. Tailored resources for FE colleges on severing links to the fossil fuel industry.
3. NUS should thoroughly research the number of tertiary education courses that are sponsored by the fossil fuel industry, and the value of research paid for by the fossil fuel industry, with a view to establishing a baseline value for both. They should also explore the ethics and implications of course sponsorship.



4. Society and Citizenship zone to work with Union Development to support and establish student societies coordinating divestment and reinvestment campaigns, particularly linking in with national social and environmental sustainability campaigning organisations such as People & Planet, Global Justice Now and War on Want.
5. Society and Citizenship zone to work with Further Education Zone to ensure FE is prioritised and mainstreamed into all sustainability projects.
6. NUS to engage AoC and UCU on climate change issues, and build consensus for divest-reinvest.
7. NUS to engage the research funding councils on climate change issues, with specific reference to the funding of research that supports the fossil fuel industry.
8. NUS to ensure that it does not have any investments in the fossil fuel industry and commit to reinvest 10% of its endowment in the construction phase of the Yansa community owned wind farm in Mexico; to seek to influence any pension schemes that it pays into to divest from fossil fuels; to engage Endsleigh Insurance on divestment.
9. To ensure that this work, at all stages, considers and is inclusive of campaigning work which is ongoing right across the U.K. and also explore potential collaboration through NUS-USI with the Union of Students in Ireland (USI) and students' unions in the Republic of Ireland
10. To revise the Divest Campaign to focus on on-campus, local investment in community renewables and local energy.
11. This would include:
12. Considering the carbon-neutrality of campus estates programmes.
13. Reduce institutions' reliance on fossil fuels.
14. Investing in solar, wind and other renewable energy.
15. Ensuring a balanced curriculum; teaching about renewable energy and fossil fuels.

## **Motion 503 | Students are Citizens, Too!**

### **Conference Believes**

1. Students and Students' Unions contribute to their local communities by through the economy, volunteering with local groups, and fundraising for local causes.
2. Large numbers of students stay in their area of study after completing their course and stay as permanent residents of typically 'student' areas.

### **Conference Believes**

1. Within local communities, students living in HMOs often get treated as nuisances by permanent residents.
2. Local and national media tend to cover students in a negative way, rather than highlighting the positive impact students can have.
3. Students consider themselves residents of their local area, and deserve to be treated as such.

### **Conference Resolves**

1. To work with local councils to ensure students are integrated effectively into local communities.
2. To produce a report outlining the non-economic benefits of students to communities, highlighting the positive case for students.
3. To support Students' Unions in building relationships with their local communities to ensure good levels of cooperation and collaboration.



## Motion 504 | Refugees Welcome in Universities and Colleges

### Conference Believes

1. Over a million asylum seekers reached Europe in 2015 alone, many fleeing war and persecution.
2. People seeking refugee protection and those granted discretionary leave to remain (DLR) are classed as overseas students, are charged higher fees and cannot access student loans.
3. Students' Unions and student societies across the country have been successfully campaigning for scholarships and bursaries for refugees and asylum seekers.
4. That there are a number of refugees arriving in the UK after suffering untold violence, political and economic insecurity in their home countries
5. The Student Action for Refugees (STAR) and NUS campaign ensuring people in the UK seeking refugee protection have equal access to higher education.
6. People waiting for a decision on their asylum application or have been granted Discretionary Leave to Remain in the UK don't have equal access to university.
7. They are charged international student fees ranging from £8500 to £29200, with no access to student loans or grants. They cannot work and often live on £36 a week.
8. With the current refugee crisis there will be increasing numbers of individuals affected by this issue (By the end of 2014 there were 117,161 refugees, 36,383 pending asylum cases).
9. STAR and NUS are campaigning for those seeking refuge protection to be able to:
  - a study as home students
  - b be recognised as having additional needs and be given access to additional support, e.g. bursaries

### Conference Further Believes

1. Education is a right and should be free for everyone, regardless of nationality and citizenship status.
2. Current funding system leaves Further and Higher Education out of reach for many refugees and asylum seekers.
3. While free public Higher and Further Education for refugees is the ultimate goal, scholarships and bursaries funded by universities and colleges are a temporary solution and make learning possible for many.
4. That unlike some sections for our communities Students' Unions core aim is to be welcoming, inclusive environments
5. Putting international students (who often receive funding from their governments and choose to study in UK), and people who were forced to leave their countries, due to war or persecution, in the same category goes against common sense.
6. A number of institutions have already adopted Equal Access, but there are more institutions which have made little improvement to their policy.

### Conference Resolves

1. To continue working with Student Action for Refugees on the Equal Access campaign, and make it a priority.
2. To campaign for free access to education for refugees and asylum seekers, funded by progressive taxation.
3. To encourage and provide resources for Students' Unions to lobby their institutions for scholarships for refugees and asylum seekers, covering fees and a living allowance.

4. Support students' unions to become local refugee welcome hubs with advice and support about the local community and who to speak to as part of local community open days supported by NUS.
5. Ensure this important issue is highlighted to students' unions and encourage them to lobby their institution.
6. Investigate other factors such as stigma that asylum seekers face on campus.

## **Motion 505 | A long-term strategy into how we engage our students with politics to increase voter registration and turn out.**

### **Conference Believes**

1. The amount of 18-24 year olds who vote is on average 40%.
2. This has fallen from an average of 60% in the 1990s, and is nearly half of the amount of 65+ year olds that vote.
3. The Government is launching attack after attack on students and young people in both FE and HE - with tuition fee increases, maintenance grants being cut and the NHS bursary being scrapped.
4. Young people don't engage in politics, so politicians don't target their policies towards them.
5. Voter registration drives have become a common part of students' union's annual campaigning activity.
6. By registering students to vote and organising activities around voter registration, students' unions are consistently ensuring that university and college campuses remain spaces of political engagement and civic responsibility.
7. By registering students to vote, students' unions can also very easily and effectively measure impact and be strategic in how they enhance their political capital.

### **Conference Further Believes**

1. We know for a fact that young people are nowhere near as 'apathetic' as other generations, and the media like to make out.
2. We know that there is just a disconnect between what young people care about and party politics. Young people feel let down by the Government and feel under represented in Parliament.
3. NUS does some great work on voter registration and turn outs - but it is often just in the months leading up to elections and referendums. We would get much better results if this was something we were constantly working on.
4. Online voter registration has been introduced in England, Scotland and Wales.
5. Online voter registration has to some extent made voter registration easier and more accessible.
6. Due mainly to historical reasons, online voter registration has not been introduced in Northern Ireland.
7. NUS-USI has in recent years called on the UK Cabinet office to review the current voter registration process for citizens in Northern Ireland, with the belief that there is no longer any good reason by online voter registration is not available there.

### **Conference Resolves**

1. We need a full review of the way that we currently attempt to engage students in politics and activism – we need to evaluate the strengths and weaknesses of what we currently do.
2. We need to lead a long term strategy into how we can improve on how we engage students in politics.

3. We need a clear action plan of the next couple of years - and how we will achieve a target of increased amounts of students and young people voting.
4. For the Vice President Society & Citizenship to work alongside the NUS-USI President to make representations to the Westminster Government and UK Cabinet office to introduce online voter registration in Northern Ireland.

## **Motion 506 | Fight to save the National Health Service – back the junior doctors and NHS bursary struggles**

### **Conference Believes**

1. That the momentum of the junior doctors' dispute about working conditions and the "Bursary or Bust" campaign to save NHS student bursaries gives us an opportunity to more actively oppose the Tories' dismantling and privatisation of the NHS.
2. That the NHS Bill, which when motions was submitted was about to return to Parliament, provides a rough outline of how to reverse the assault on the NHS.

### **Conference Further Believes**

1. That health workers' struggles are an essential part of the fight to save the health service. If the junior doctors' and bursary struggles win, it will put us in a much stronger position to oppose the privatisation agenda.
2. That the NHS as its best has represented at least elements of planning and provision for need in the midst of an exploitative and unequal society – at least aspiring to the idea that everyone has an equal right to life and health regardless of wealth. We must save it.

### **Conference Resolves**

1. To support the junior doctors' strikes and the NHS bursary struggle.
2. To devote financial and other resources to helping students nurses and health professionals in this fight.
3. To support and campaign for an end to cuts, marketisation and privatisation in the NHS, and for a comprehensive, well funded, publicly owned, run and provided health service meeting clinical need. We support the NHS Bill and will lobby MPs to back it.

## **Motion 507 | Climate Change**

### **Conference Believes**

1. The recent COP21 climate talks produced a lot of rhetoric, but insufficient concrete commitment on tackling dangerous climate change.
2. The \$100 billion pledged to help developing countries meet the COP21 targets is less than 8% of global military spending, to say nothing of corporate profits.
3. COP21 had little to say about droughts, floods, crop failures, species extinctions, coastal erosion and extreme weather, and nothing about climate-driven mass migration.
4. The UK government's seriousness about meeting a zero emissions target by 2030 is shown by the fact it recently scrapped a £1bn competition to develop carbon capture technology and cut subsidies to solar power 65%.
5. Climate change is a thing! The earth temperature is rising faster than it has in previous years.
6. Sustainability and environmentally friendly practice is a National interest and aim.

7. The use of vehicles and contribution from people day to day doesn't even compare to the percentage that animal agriculture contributes to climate change. With an around of 50% carbon emission coming from the meat and dairy industry alone.

### **Conference Further Believes**

1. Promoting lifestyle changes and relying on markets won't save us.
2. Tackling climate change requires massive public spending on developing alternative energy, transport, redesign of housing, workplaces, urban environments, and more, tied to democratic public ownership in these sectors.
3. Unsustainable industries need to be taken under democratic public ownership, their infrastructure converted and jobs transferred to prevent lay-offs.
4. We need mass mobilisation around these goals, linking up students and climate campaigners with the workers' movement.
5. that what we are selling in our cafeterias is more harmful to the environment than the amount of people using petrol vehicles to get to our institutions.
6. by reducing the amount of animal products we sell we can help our institutions to become more eco-friendly and lowering their c02 emissions.
7. by doing this it also give our students more healthy and ethical choices in turn improving their wellbeing.
8. if there is a reduction in animal products being used in our institution's the supply and demand will decrease there for impacting on the amount of animal agricultural activities happening which then leads to a bigger reduction in the c02 imitations making a more positive impact on the climate.
9. This will further inform people on environmental issue and in turn give them the choice to make conscious decisions in day to day life which then helps the environment.

### **Conference Resolves**

1. Make campaigning against climate change and for a sustainable world a major priority this year, highlighting demands for public ownership and democratic control of energy and transport.
2. Highlight the government's lack of seriousness about reaching zero emissions by 2030.
3. Build links with trade unions on this, including support for unions representing the solar energy workers whose jobs the government is slashing.
4. For NUS to create a campaign to support the students' unions in lobbying their institutions to reduce carbon foot print and become more environmentally friendly by reducing animal produce by a third, and highlight nationally the impact that animal agriculture has on the environment
5. To lobby the government to launch a similar imitative across all educational institutions.

## **Motion 508 | Stand Up to Racism**

### **Conference Believes**

1. The refugee crisis has seen thousands of people die over the past year while thousands more languish in camps in the most appalling conditions.
2. The government's response has been disgraceful and has sought to demonise people who are fleeing war, poverty and persecution.
3. Across Europe there has been a staggering rise in Islamophobic hate crimes, including in Britain. Between 2013 and 2015 hate crimes against Muslims in London doubled.

4. As the cuts bite racist scapegoating is on the rise, with politicians seeking to blame immigrants and Black communities for falling living standards which are in fact a result of the Tory government's austerity measures.
5. Racist discrimination and institutional racism continues to rise. For example, new research from the TUC has shown that Black university graduates earn 23% less than their white counterparts.
6. The government's response in letting only 20,000 refugees into the country across 5 years is disgraceful.

#### **Conference Resolves:**

1. To reaffirm that campaigning against all forms of racism, Islamophobia and anti-Semitism is a top priority for the student movement.
2. To continue to oppose and campaign against the government's racist Prevent agenda, which sees Muslim students unfairly targeted and harassed on campuses.
3. To reaffirm NUS' No Platform for Fascists policy and continue to campaign for its full implementation within NUS and all Students' Unions.
4. To work with Stand Up To Racism in campaigning against racism, Islamophobia and anti-Semitism including by mobilizing students to join the national demonstration to mark UN Anti-Racism Day annually.

#### **Conference Resolves**

1. To reaffirm that campaigning against all forms of racism, Islamophobia and anti-Semitism is a top priority for the student movement.
2. To reaffirm NUS' No Platform for Fascists policy and continue to campaign for its full implementation within NUS and all Students' Unions.
3. To work with Stand Up To Racism in campaigning against racism, Islamophobia and anti-Semitism including by mobilizing students to join the national demonstration to mark UN Anti-Racism Day annually.

### **Motion 509 | Solidarity with Migrants and Refugees**

#### **Conference Believes**

1. The rhetoric around immigration in the UK is toxic, with politicians from all parties lining up to attack migrants.
2. The current Government's position is that the UK should accept 20,000 refugees over a period of five years, which is a failure of its moral duty for the country to act as a place of safety for people fleeing conflict, oppression, the effects of climate change and other factors which may force people to seek asylum.
3. Ongoing conflict in Syria will heighten the refugee crisis, with more people taking more dangerous action in order to attempt to find safety.
4. The continuing climate crisis will increase the number of refugees and environmental migrants.
5. Across Europe, anti-immigrant policies are being introduced, including the seizure of valuables from migrants in Denmark.
6. NUS has a long and proud history of standing in solidarity with the oppressed.
7. That since the start of the Syria crisis over 4 million people have been displaced
8. That 1.2 million refugees are currently in camps in Lebanon, 650 000 are in camps in Syria, 1.9 million are in camps in Turkey and the UK has taken a pitiful number, globally places for a mere 2.6% of the refugees have been offered places by the global community



9. That student unions have played a key role in making this crisis a national news story
10. That local councils can offer to take refugee's
11. That those who are trapped in Syria and in camps on the border are often the most vulnerable
12. That as a result of a campaign by MDXSU 50 Syrian refugees have been resettled in Barnet
13. That refugee resettlement campaigns bring together communities, with mosques, synagogue's, churches, schools and SU's all playing a crucial part

### **Conference Further Believes**

1. As the referendum on EU membership looms, the rhetoric used by the national media and political figures will become more and more hostile.
2. The United Kingdom can and should accept many more refugees than the current UK government is doing.
3. Western military intervention in Syria will only exacerbate the refugee crisis.
4. Climate change is already disproportionately affecting people in the Global South, as its worst effects will naturally affect these countries hardest, but also because these countries are least well equipped to adapt to a changing climate as a result of a long history of Western imperialism and capitalist exploitation.
5. Migration brings benefits both to the migrants themselves and to the country they are migrating to.
6. Arbitrary national borders that prevent certain people entering a certain country are morally problematic and perpetuate racism and conflict between people, and that freedom of movement should become the norm, not just across Europe but across the Globe.# That the UK should do its bit, and that David Cameron has offered more rhetoric than action
7. That there is a grassroots desire amongst students for action
8. That many students are directly affected by the situation
9. That NUS should be doing more to co-ordinate a national response
10. Campaigns to help those in camps from Turkey to Calais are a way of improving the conditions in temporary accommodation
11. Long term the solution is for the global community to step up and to do its bit
12. Councils up and down the UK should take at least 50 refugee's each immediately
13. This would provide emergency relief for 50,000 of the most vulnerable people in the world
14. That by creating a safer route to the UK the UK can reduce the risks being taken in getting to the EU by refugee's
15. That this will undermine the inhumane and immoral financial gains being made illegally by people smugglers
16. That for us to affect this we need effective national leadership
17. That NUS should be co-ordinating a national coalition of those students, groups and SU's who want to make the world a better place
18. Students can play a crucial role in helping refugee's settle in the UK, providing English lessons, sports opportunities and other SU services

### **Conference Resolves**

1. To express full solidarity with refugees and migrants.
2. To lobby the UK Government to accept more refugees for as long as the current crisis continues.
3. To condemn the aggressive anti-migrant policies of European governments.

4. To re-affirm our position against British military intervention in Syria.
5. To ensure that in NUS campaigns on climate change, the explicit link is made between it and the effect this has on people in the Global South.
6. To support migrant solidarity actions wherever possible by:
7. Aiding Student Unions to run collections and organise solidarity runs to the Calais jungle.
8. Working directly with migrant solidarity groups that seek to improve conditions in detention centres, combat fascist organisations, resist deportations and other actions in solidarity with migrants.
9. Supporting national demonstrations in solidarity with migrants and refugees.
10. To work with Citizens UK and the National Refugee Welcome Board to campaign both for refugee's to be resettled and then to be supported upon arrival
11. To condemn the failure of the UK government to do more
12. To mandate the VP Soc and Cit to do more about this
13. To celebrate case studies from student unions who have successfully run resettlement campaigns

## **Motion 510 | Personalised toolkits for lobbying MP's and local Councillors**

### **Conference Believes**

1. Students all around the UK's accessibility to education is under huge threat at the moment – with the Government planning to cut NHS bursaries from the year 2017/18 and the cuts in maintenance grants said to result in the poorest students leaving higher education with £53,000 worth of debt.
2. Student housing is also one of the biggest issues that affects students currently, with  $\frac{3}{4}$  of students claiming to have problems with their homes.
3. These issues have huge implications for accessibility to education, retention and mental health.

### **Conference Further Believes**

1. If we want to tackle these issues, we need to start from the ground up, lobbying local MPs and councillors to do something about it.
2. Many student unions, however, have little resource and expertise to do so, and NUS currently doesn't currently provide much support in this area.
3. Local Councillors are crucial to engage with when it comes to issues like student housing.
4. There is also little tailored support when it comes to tailored support for different parties – for example, student unions with Labour MP's and councils getting much more success in lobbying than student unions with Conservative MP's and councils.

### **Conference Resolves**

1. To set up resources for student unions to use on how to lobby local Councillors and MP's.
2. Tailor them from party to party - and consider other factors such as regions of the UK and specialist support that might be required.
3. Give us examples of best practice and some helpful guidance and advice of where to turn if we are struggling.

## **Motion 511 | Extend EU Referendum Suffrage to EU Citizens living in the UK**

## Conference Believes

1. 2.3 million EU citizens are resident in the UK.
2. EU citizens are allowed to vote in the UK for devolved Parliaments and Assemblies, local authorities and European Parliament. They can register to vote if they have been residing in the UK for 12 months or more.
3. British living abroad (emigrants) can vote in all British elections up to 15 years after they left the UK.
4. Qualifying Commonwealth and Irish citizens are allowed to vote.
5. The democratic participation in the referendum of EU Citizens residing in the UK is critical as the outcome of the referendum could bear potential life-changing consequences and serious implications on their future lives. We find it deeply unfair that the outcome of the referendum will directly affect millions of people who could not express their views democratically.
6. EU citizens hold a diverse range of opinions about the EU but they will not be able to express them as they are not allowed to vote, regardless of how long they have been living in the UK. Non-British EU citizens will be most affected by the outcome of the referendum.
7. Whereas the extension of suffrage to 16 and 17 year olds has already been discussed nationally, the issue of EU citizens living in the UK being excluded from voting in the upcoming referendum has not been addressed sufficiently.
8. European migrants contribute immeasurably to the UK and its education system in a number of ways.
9. International EU students make up an important component of the UK education system and the student movement.
10. The date for the referendum on the UK's membership in the EU has been set for June 23 2016.
11. The result of the EU referendum could impact the access of European students to European educational institutions.
12. NUS has policy to campaign for the UK to remain in the EU.
13. The ERASMUS exchange programme has provided opportunities for over 3 million student across over 30 countries to study abroad, an opportunity which would not be available for UK-based students were the UK to leave the EU.
14. EU international students should have the choice to contribute to a referendum that could greatly impact their movement, involvement and choices to study or work in the UK.
15. This year will be the referendum on the UK's EU membership, and David Cameron is already trying to renegotiate the terms, undermining important rights and attacking migrants.
16. We should fight to defend the guarantee of freedom of movement for EU citizens (including students travelling to study), and fight to extend it to those currently locked out of "Fortress Europe".
17. Despite some progressive policies, the current state of the EU protects the interests of the rich and powerful.  
It is undemocratic and bureaucratic, and enforces austerity and privatisation.
18. But the UK state is no less a tool of the rich and powerful. Leaving the EU would only boost anti-migrant racists and strengthen barriers against free movement and international solidarity.
19. There are 14 Immigration detention centres/immigration removal centres in the UK
20. There's a long list of human rights abuses in these
21. One can be taken there without evidence and there is no limit on how long one may be kept there
22. Conditions in these centres are inhumane

23. Several are run by private companies such as G4S
24. Many people die in these centres, and thousands of detainees are on suicide watch
25. Since 2009, government funding for English for Speakers of Other Languages (ESOL) has been cut by 60%.
26. Only this summer £45 million previously allocated to fund mandated ESOL learning for job seekers was cut.
27. At the same time, roughly 850,000 residents across the UK lack basic English language skills.
28. Research indicates that language skills are the single most important alterable aspect of integration in the labour force.
29. Free and accessible language courses are a key aspect in ensuring social and economic stability for new migrants and minority language speakers.

### **Conference Further Believes**

1. There has not been a proper debate about the implications and repercussions on EU citizens' lives were the UK to leave the EU.
2. Crucial questions remain unanswered, e.g. the retrospective application of restrictions to benefit access; imposition of Tier 2 working visas (with the consequent £35,000 minimum income threshold).
3. We believe in freedom of movement for all.
4. We are in a better position to campaign for the EU to work on behalf of workers of Europe and for the principles of free movement and to better align with our beliefs as an organisation, if we remain in it.
5. NUS rightly already opposes Brexit. At the same time, we cannot ignore the EU's problems. We must argue to stay in as part of a fight for a genuinely democratic and socially just Europe with better rights for migrants.
6. Universities are often international students' immigration sponsors
7. Universities have been known to use this to threaten international students who criticise them, for example the cases of Justice 4 Sanaz and Dr Casey Briezna.
8. The Prevent Legislation continues to demonise international students and students of colour
9. Government policy and the current anti-immigration rhetoric in politics and the media is extremely worrying
10. The right to learn English in a free, accessible environment is a right for all.
11. The government's ongoing cuts in ESOL budgets are part of its wider xenophobic campaign against migrants.
12. Depriving people from free, accessible language courses is a punitive measure by the government aimed at making the life of recent migrants harder and discourage them from remaining in the UK.

### **Conference Resolves**

1. For NUS to campaign and to pressure the Government to extend the right to vote in the 2016 EU Referendum to include EU students and citizens residing in the UK.
2. For NUS to issue resources to unions on how to engage and campaign around this issue.
3. To take collaborate with the International Students' Campaign and namely EU-international students on conducting NUS' campaign to remain in the EU, in the lead up to the referendum.
4. Campaign for the UK to stay in the EU, but on our own basis as above, for:
  - a. international student and workers' solidarity

- b. levelling up of wages, conditions, services and rights across the EU
  - c. democratisation including a sovereign European Parliament
  - d. freedom of movement and an end to "Fortress Europe"
5. Campaign against David Cameron's renegotiations undermining migrant rights, workers' rights and human rights.
  6. Put migrants' rights and freedom of movement at the heart of our campaign.
  7. To condemn the existence of any and all Immigration Detention Centres in the UK
  8. To raise attention to the racist profiling of students of colour and particularly Muslim students under the Prevent Legislation, especially with regard to immigration detention.
  9. To work with organisations such as Queer Strike and Movement for Justice to support those seeking asylum in the UK and those detained in immigration detention centres.
  10. To draw attention to the inhumane conditions inside such detention centres and to allocate financial and human resources to lobbying the Home Office to change the law and government policy to better carry out its obligations under international convention and the demands of natural justice, and to ultimately end immigration detention in the UK.
  11. To help any individual Student Union to mobilise students for protests against immigration detention centres.
  12. Join forces with the Action for ESOL campaign and campaign for the government to reverse cuts to the ESOL budget.
  13. Campaign and lobby for publicly funded, accessible, high quality language education for all those who need it.
  14. Support the FE zone, the International Students' Campaign, and Black Students' Campaign in their ongoing campaigns for ESOL.
  15. Develop and distribute materials explaining the importance of ESOL, highlighting the ongoing cuts to its budgets, and encouraging SUs in both HE and FE to join up with Trade Unions and community groups in their locality to campaign for the reversal of ESOL cuts.



## National Union of Students

Macadam House  
275 Gray's Inn Road  
London WC1X 8QB

 0845 5210 262

[www.nusconnect.org.uk](http://www.nusconnect.org.uk)

For general event enquiries contact:

 [events@nus.org.uk](mailto:events@nus.org.uk)

For content of the conference, democratic  
procedures and elections enquiries contact:

 [executiveoffice@nus.org.uk](mailto:executiveoffice@nus.org.uk)